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ABSTRACT

A collection of program ideas are presented that were nominated by their institutions in the 1983 competition for the American Association of State Colleges and Universities' G. Theodore Mitau Award for Innovation and Change in Higher Education. The programs demonstrate creative approaches to such academic/administrative concerns as student access and retention, teaching and learning, improvement of curriculum, faculty and administrative development, finance and management, and public service. The programs at 69 state colleges include the following topics: academic assistance, academic streamlining, accelerated math/science certification, business affairs and physical plant, the bachelors of science in nursing program for working nurses, distance learning center, alternative education program, competency-based teacher education program, computer and library access system for extension students, cooperative intern program, cross-cultural educational development program, energy conservation program, extended degree program, faculty and administrative development program, fire and safety institute, freshmen institute program, general education and lower-division program, gerontology program, gifted and talented student program, honors program, individualized curriculum program, intrusive advisement program, learning assistance center, and leisure learning school. A program index and institution index are included. (SW)

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GOOD IDEAS

Responses to Changing Educational Needs by State Colleges and Universities

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69 Good Ideas:
Responses to Changing Educational Needs at State Colleges and Universities

A collection of program ideas that demonstrate creative approaches to such academic/administrative concerns as student access and retention, teaching and learning, improvement of curriculum, faculty and administrative development, finance and management, and public service.

American Association of State
Colleges and Universities

November 1983

The 69 programs described in this booklet were nominated by their institutions in the 1983 competition for AASCU's G. Theodore Mitau Award for Innovation and Change in Higher Education. The award was established by the AASCU Board of Directors in 1979 to honor the former Chancellor of the Minnesota State University System and is presented annually to an AASCU institution that exemplifies the commitment of state colleges and universities to educational improvement.

Compiled by
Libby Costello
Staff Liaison
AASCU Committee on Alternatives
and Innovation in Higher Education

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California State University, Chico

The Sensitivity and Special Populations Project. A training program designed to sensitize faculty, administrators and support service staff to the needs and concerns of students with disabilities. The program includes five videotapes, a resource handbook, and a trainer's manual, and focuses on attitudinal barriers, instructional strategies and adaptations, student services, and technology and the future for disabled students.

Contact: Lily Roberts, Project Manager, Sensitivity and Special Populations Project, California State University, Chico, Chico, CA 95929, 916/895-4318.

Central Michigan University

Academic Assistance Program. A comprehensive retention-oriented program of intensive advising, educational skills courses and tutoring designed to assist high-risk students in achieving in college coursework. Volunteer faculty and administrative staff provide individualized attention to students including academic and personal advising and referral to campus resources.

Contact: Susan Repp, Director, Academic Assistance Program, Central Michigan University, Mt. Pleasant, MI 48859, 517/774-3131.

Chicago State University

Individualized Curriculum Program. A program to enable self-directed students whose educational objectives fall beyond established departmental majors to develop a flexible, self-designed degree program in an area of their own choice. Students work with the program coordinator and a faculty advisor to define goals and establish an appropriate curriculum.

Contact: Dr. Robert Price, Individualized Curriculum Program, Chicago State University, Ninety-Fifth Street at King Drive, Chicago, IL 60628, 312/995-2457.

Eastern Connecticut State University

Submarine Program. A series of college credit courses (to meet requirements for Bachelor of Business Administration degree) offered through the medium of television to submarine crews on patrol. Courses are available to any submarine that can provide an initial enrollment of 15 students for each class. Introductory sessions and review sessions before final exams are held in port.

Contact: Dean Owen Peagler, School of Continuing Education, Eastern Connecticut State University, Willimantic, CT 06226, 203/456-2231.

Edinboro University of Pennsylvania

Program for Disabled College Students. A comprehensive program to remove both physical and attitudinal barriers to education for disabled students. Designated by the state as a wheelchair campus, Edinboro has received both government grants and private corporation support for removal of barriers, purchase of equipment and scholarship aid, and has also inspired community efforts to increase accessibility.

Contact: Dr. Jon Kron, Center for Academic Development and General Studies, Edinboro University of Pennsylvania, Edinboro, PA 16444, 814/732-2711.

Empire State College

Center for Distance Learning. A program to make education available to adults whose circumstances prevent classroom attendance. Courses are designed for distance study and involve tutoring by mail and phone, as well as structured course guides and texts, with television, films, computers, and audio cassettes as supplements.

Contact: Daniel Granger, Director, Center for Distance Learning, Empire State College, Saratoga Spring, NY 12866, 518/587-2100.

Memphis State University

University College. A nontraditional unit within a large, traditional university, designed to serve students who require nontraditional undergraduate degree programs. Students design individual interdisciplinary degree contracts using traditional coursework, special interdisciplinary courses, independent study, television-assisted instruction, internships, military and extension credit, and credit for experiential learning.

Contact: Dr. H. Ramsey Fowler, Dean of University College, Memphis State University, Memphis, TN 38152, 901/454-2716.

Metropolitan State University

A University for Adults. A university-without-walls that features individualized, competence-based, student-designed programs that combine liberal learning with professional education; extensive use of creative learning strategies such as assessment of experiential learning, independent study, internships and integration of community-based resources; flexible scheduling—evening, daytime and weekend offerings as well as year-round operation; and low tuition costs.

Contact: James Deegan, Associate Dean, Curriculum, Instruction and Assessment, Metropolitan State University, 121 Metro Square Building, Seventh and Robert Streets, St. Paul, MN 55101, 612/296-4445.

Millersville University of Pennsylvania

MEDAL Program (Millersville Employees Dedicated to the Advancement of Learning). An employee-initiated fund-raising effort designed to provide needed funds for academic scholarships, athletic scholarships, and faculty and staff development awards. Employees also make unrestricted gifts to the President's Discretionary Fund. Faculty and staff willingness to commit their own resources to advance the college is expected to have a strong positive impact on external fund-raising efforts.

Contact: Gray H. Sellers, Vice President for Finance and Administration, Millersville University of Pennsylvania, Millersville, PA 17551, 717/872-3591.

North Texas State University

Upward Bound Program. A program to help selected secondary school students achieve measurable academic progress in mathematics, science, English, and reading. Academic Year and summer components use both formal class sessions and individual tutoring sessions, conducted by voluntary Master's degree counseling students and undergraduate secondary education interns.

Contact: Dr. Willis Nicklas, College of Education, North Texas State University, P.O. Box 13857, Denton, TX 76203-3857, 817/565-2026.

Pan American University

Learning Assistance Center. A program of academic assistance designed to assist the university in meeting its goal of raising academic standards while maintaining open admissions and increasing student retention. Services include developmental courses in English; math, social studies, and physical science laboratories; and a counseling/advisement center.

Contact: Dr. Sylvia S. Lujan, Director, Learning Assistance Center, Pan American University, Edinburg, TX 78539, 512/381-2011.

Southwest Missouri State University

Teaching High School Geometry to the Blind. A project to provide inservice teachers with tools to aid them in teaching high school geometry to blind students. In two summer workshops, experienced teachers developed teaching materials, testing procedures and instructional methods. A mimeographed bulletin summarizing the results of the workshops is available on request to any teacher or administrator.

Contact: Dr. M. Michael Awad, Department of Mathematics, Southwest Missouri State University, Springfield, MO 65802, 417/836-5130.

Troy State University

Student Development Program. A program of academic and counseling services for underprepared students. A Natural Science Learning Center, a Writing Center and a Student Development Center provide such services as tutorial assistance, individually tailored study plans and computerized career and job information services.

Contact: Dr. Angela C. Roling, Director, Troy State University Student Development Program, Suite 113, Adams Center, Troy State University, Troy, AL 36082, 205/566-3000, ext. 102.

University of Alaska, Anchorage

College of Nursing and Health Sciences. A program to expand access to nursing education in a vast and sparsely populated state by developing various instructional methodologies, extending instruction to off-campus sites, and offering flexible class scheduling. Instructional methods include live instructional television via satellite with audioconference hookup to enable faculty and student interaction.

Contact: Dr. Clair Martin, Dean, College of Nursing and Health Sciences, University of Alaska, Anchorage, 3211 Providence Drive, Anchorage, AK 99504, 907/263-1852.

University of Alaska, Fairbanks

Cross-Cultural Education Development Program. A field-based cross-cultural approach to undergraduate education, designed to prepare personnel for education roles in rural Alaska. The program operates through eight regional centers with courses delivered through written materials, textbooks, audiotapes, videotapes, and audio/computer conferencing.

Contact: Ray Barnhardt, Acting Dean, College of Human and Rural Development, University of Alaska, Fairbanks, Fairbanks, AL 99701, 907/479-7694.

University of Texas at San Antonio

Gifted and Talented Program. A summer program that provides an opportunity for highly qualified high school students to enroll in university classes for full college credit. Students spend five weeks studying one of 12 specialties from philosophy to analytic geometry. Unlike many advanced programs that focus solely on a career specialty, the program also requires participation in an interdisciplinary humanities course in order to help students explore their options and see the importance of balancing specialized and general knowledge.

Contact: Marjorie Smelstor, Director, Gifted and Talented Student Program, University of Texas at San Antonio, San Antonio, TX 78285, 512/691-4224.

University of Wisconsin, Superior

Extended Degree Program. A program for adult learners who require a flexible method of study at a distance from the university campus due to family or job commitments or geographic location. Students combine credit for prior learning, learning contract projects and competency-based courses to earn necessary credits for a degree. Students meet with professors and counselors in learning centers in 14 communities.

Contact: Richard Hanson, Director, Center for Continuing Education, University of Wisconsin-Superior, Superior, WI 54880, 715/394-8487.

Western Carolina University

The Capstone Plan. A program to enable nurses with less than baccalaureate degrees to complete the Bachelor of Science in Nursing (BSN) while continuing with their full-time employment. Institutional policies on placement, experiential learning, validation, and credit by examination are used to facilitate individualized approaches.

Contact: Linda L. Lange, R.N., Ed.D, School of Nursing and Health Sciences, Western Carolina University, Cullowhee, NC 28723, 704/227-7100.

Western Illinois University

Computer and Library Access System for Extension Students. A program to solve the problems of extension students' lack of access to a main frame computer and the full library system by equiping the off-campus Center for Continuing Education with computerized access to a CDC CYber 170m730 computer and to the complete circulation systems of 20 university libraries through electronic means.

Contact: President Leslie F. Malpass, Western Illinois University, Macomb, IL 61455-1390, 309/298-1824.

Western Michigan University

Minority Mentor/Mentee Program. A program designed to combat the high attrition rate among minority students by providing a feeling of welcome, assisting students in making a smooth transition from home to college, and helping to close the gap between faculty and student. Volunteer faculty, staff, and administrators spend time with students to assist them in adjusting to a college environment during their first year on campus.

Contact: Griselda Gordon, Director, Special Programs, Western Michigan University, Kalamazoo, MI 49008, 616/383-4996.

II. TEACHING AND LEARNING/IMPROVEMENT OF CURRICULUM

Augusta College

Write-to-Learn Program. A program of three-day faculty workshops and follow-up activities, designed to provide intensive training in teaching writing. The program focuses on strategies to improve student writing in all academic disciplines from math and sciences to the liberal arts, and encourages faculty to incorporate writing regularly in all classes.

Contact: Richard Stracke, Department of Languages and Literature, Augusta College, Augusta, GA 30910, 404/828-3722.

Bloomsburg University of Pennsylvania

Planning for Change in Teacher Education. A comprehensive program review aimed at determining how different groups with vested interests in teacher education can work together for improvement of preparation programs. Outcomes have included a systems model for planning and change; roles and generic role competencies; partnership grants with school districts; and reorganization of teacher education governance.

Contact: Dr. Larry Jones, Vice President for Academic Affairs, Bloomsburg University of Pennsylvania, Bloomsburg, PA 17815-1301, 717/389-4526.

Bowling Green State University

Creation of a "New" Academic Discipline within the Humanities. The Department of Popular Culture was established in recognition of the need to supplement the traditional subject matter of the humanities with the study of the less distant and abstract elements of everyday, common culture. Benchmark faculty research has established the study of popular culture as a legitimate and recognized area of scholarly inquiry.

Contact: Ray B. Browne, Ph.D., Department of Popular Culture, College of Arts and Sciences, Bowling Green State University, Bowling Green, OH 43403, 419/372-2211.

The College of William and Mary

Honors Program. A series of small seminars taught by specially selected faculty, in which up to 120 students, primarily sophomores, read, discuss, and write about classic and contemporary intellectual and aesthetic texts central to our culture. Seminars are supplemented by a Wednesday Forum featuring films, concerts, and visiting speakers.

Contact: Terry L. Meyers, Dean, The College of William and Mary, Williamsburg, VA 23185, 804/253-4000.

East Carolina University

Personalized Programmed Philosophy Course. A personalized, self-paced system of instruction which introduces students to the major writings of philosophers and increases critical thinking skills, while enabling professors to overcome problems caused by large class size and the heterogeneous backgrounds of students.

Contact: Gregory A. Ross, Philosphy Department, East Carolina University, Greenville, NC 27834, 919/757-6121.

East Texas State University

The New Center for Learning. An alternative program to allow students to fulfill general studies requirements through interdisciplinary, team-taught courses focused on communication, critical thinking, commitment and connections. A core curriculum of 12 courses, taken two each semester for three years, stresses writing and critical thinking.

Contact: Harry E. Wade, Director, The New Center for Learning, East Texas State University, Commerce, TX 75428, 214/468-3179.

Florida International University

General Education and Lower Division Programs. A newly-established lower division program that sets high standards of student performance, requiring students to do work in both a physical science and a biological science, to acquire a useful level of computational skill, to achieve a high degree of proficiency in written expression, and to become familiar with a foreign language.

Contact: Dean Clari McElfresh, Office of Undergraduate Studies, Florida International University, Tamiami Campus, Miami, FL 33199, 305/554-2892.

Missouri Southern State College

Cooperative Intern Program with The George Washington Carver National Monument. A cooperative education program with the George Washington Carver National Monument, that provides interpretive and resource management services for the Monument while supplementing student academic studies with valuable "field work." Participants include students from the science, social science, communications, business administration, and education departments.

Contact: Dr. Floyd Belk, Vice President for Academic Affairs, Missouri Southern State College, Joplin, MO 64801, 417/624-8100.

Northeast Missouri State University

A Value-Added Model of Assessment. A comprehensive assessment program to measure the impact of the institution on student development and the comparative strength of graduates vis-a-vis other students in the country. Computerized student assessment data (available longitudinally and historically, by total institution, by discipline and major, and by individual student) are used for the improvement of student and faculty performance; the development of programs, curriculum, resources and services; the initiation and evaluation of change; and short- and long-range planning.

Contact: President Charles J. McClain, Northeast Missouri State University, Kirksville, MO 63501, 816/785-4100.

Old Dominion University

Self-Instructional Introduction to Business Communication. An upper-division course required of all business school majors, in which traditional lecture has been replaced by a self-paced, mediated delivery. The course has resulted in a decrease from 20 percent to 5 percent in class drop-out rate, and an increase from 18 percent to 97 percent in level of learning as measured by concept application questions, indicating less memorization and more application and transfer of knowledge.

Contact: Dr. Myron Glassman, Department of Marketing, School of Business Administration, Old Dominion University, Norfolk, VA 23508-8506, 804/440-3000.

Ramapo College of New Jersey

All-College Honors Program. An honors program consisting of three types of activities: the assumption of additional responsibilities in a certain number of regular courses; participation in two sophomore honors seminars and one junior honors seminar; and independent study for development of an honors project, which is judged by a faculty panel and must be "defended" by the student.

Contact: Martha E. Francois, Ph.D., Vice President for Academic Affairs, Ramapo State College, 505 Ramapo Valley Road, Mahwah, NJ 07430, 201/825-2800.

Slippery Rock University of Pennsylvania

Freshman Studies Program. A year-long, innovative course on the various ways of acquiring and utilizing human knowledge. The subject matter encompasses both content and process from the arts, sciences, humanities, education, mathematics, and the social and behavioral sciences, and faculty are drawn from all schools and from the administration.

Contact: Dr. Larry Cobb, Coordinator, Freshman Studies Program, Slippery Rock University of Pennsylvania, Slippery Rock, PA 16057, 412/794-7220.

Southern Illinois University at Edwardsville

The Teachers' Center Project. A project to improve children's mathematics education through weekly meetings with teachers and administrators, publications concerned with cognitive growth and education (available to teachers at the cost of printing), and outreach efforts including an annual one-week summer course and short courses and seminars throughout the year.

Contact: Dr. Thomas C. O'Brien, Southern Illinois University at Edwardsville, Room 1132, Building II, Edwardsville, IL 62026, 618/692-2118.

State University College at Fredonia

General Liberal Education Program. An alternative general education program that features an emphasis on critical skills development, including verbal and quantitative skills as well as logical thinking skills, but is also designed to help students integrate the liberal and career preparation courses with their personal, intellectual and ethical development.

Contact: M. R. Amiran, Director, General Liberal Education Program, State University College at Fredonia, Fredonia, NY 14063, 716/673-3436.

State University College of Arts and Science at Potsdam

Dean's Freshman Seminar. A one-credit course required of all Freshman and designed to put student vocational concerns into perspective with multidisciplinary learning and liberal education, and also to provide first year students with an advisor whom they know and who knows them.

Contact: Dr. Lora Lunt, Assistant to the Dean of Liberal Studies, State University College of Arts and Science at Potsdam, Potsdam, NY 13676, 315/267-2100.

State University of New York, College at New Paltz

Legislative Gazette Program. A weekly, 16- to 24-page newspaper (with a circulation of 6,000) that reports on the actions of the New York State Legislature and is staffed by approximately 40 SUNY College at New Paltz students who have left the campus for a six-month intensive internship in political journalism in Albany.

Contact: Professor Allan S. Chartock, Political Science Department, State University of New York, College at New Paltz, New Paltz, NY 12561, 914/257-2121.

Trenton State College

Competency-Based Teacher Education Program. An undergraduate preservice program in teacher education that emphasizes a systems approach to instruction, clearly identified competencies to be mastered by every student, and field-based experiences in all four undergraduate years in both the inner city schools of Trenton and the suburban schools of Willingboro.

Contact: Dr. Leon Durkin, Coordinator, School of Education, Trenton State College, Trenton, NJ 08625, 609/771-2326.

University of Missouri-St. Louis

The Center for Academic Development. A center which unifies the various remedial programs on the campus including writing, reading and mathematics laboratories and courses; a successful summer challenge program for academically disadvantaged students; academic counseling and advisement; and a variety of tutorial and supplementary instructional techniques.

Contact: Dr. Howard Benoist, Director, The Center for Academic Development, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, MO 63121, 314/553-5194.

University of South Carolina at Spartanburg

Science Education Center. A program to provide staff development opportunities for inservice math and science teachers and to upgrade the training of math and science education majors, through workshops, a periodic newsletter, and an extensive collection of science teaching tools available for loan to teachers and practice teachers, as well as an $8,000 library of computer software that teachers can preview before buying.

Contact: Edwin White, Director, Science Education Center, University of South Carolina at Spartanburg, Spartanburg, SC 29303, 803/578-1800 ext 370.

Western Montana College

Montana Rural Education Center. A technical assistance center designed to help small rural schools compensate for the problem of insufficient resources caused by isolation. A field service unit provides direct assistance to the teachers and pupils in their own schools, including a rural K-8 curriculum guide, in-service workshops for teachers, grant writing assistance, and art and music instruction via mobile units.

Contact: Alan G. Zetler, Director, Rural Education Center, Western Montana College, Dillon, MT 59725, 406/683-7325.

Western New Mexico University

Intrusive Advisement Program. A program to reduce attrition based on the premise that institutions should not wait for students to get in trouble before they begin receiving advising. During intrusive advising sessions, faculty advisors make students aware of the various support services available on the campus such as professional counseling or developmental assistance.

Contact: Dr. Bonnie Buckley-Maldonado, Assistant Dean for Counseling and Advisement, Western New Mexico State University, Silver City, NM 88062, 505/562-1011.

Castleton State College

Retraining Faculty to Teach Basic Skills. A program to control increasing per-student costs by utilizing faculty resources more efficiently, specifically by retraining tenured faculty in underenrolled traditional disciplines to teach specialized basic skills courses for underprepared students. The program uses a mentor/trainee system to train faculty in summer months and provides an alternative to a small college where retrenchment could gut the liberal arts core curriculum.

Contact: Dr. Jeffrey Willins, Associate Academic Dean, Casteleton State College, Castleton, VT 05735, 802/468-5611.

Metropolitan State College

Faculty/Staff Development for the 80's. An initiative to improve faculty and administrators' skills through an administrative intern program that provides three one-year internship positions in administrative offices and a faculty/staff computer literacy program that provides a ten week course on computer capabilities and limitations including one hour weekly of computer laboratory workshop.

Contact: President Richard Fontera, Metropolitan State College, 1006 11th Street, Denver, CO 80204, 303/629-3022.

Northern Illinois University

Faculty Development Program. A program to assist tenured faculty members who wish to change their careers within the institution. Two faculty development coordinators work with interested faculty to develop a plan for the change and act as brokers in melding the individual's and the institution's expectations and responsibilities. The program enables NIU not only to "save careers" but also to meet new academic demands in a cost-effective way.

Contact: Ed Simpson, Faculty Development Coordinator, Adult Continuing Education, Northern Illinois University, DeKalb, IL 60115-2854, 815/753-1448.

Salem State College

Faculty Development Program in Computer Literacy. A program to introduce faculty and staff to basic computer concepts and applications and to provide training in developing programs for specific courses. Faculty volunteers and student tutors (funded by student aid) provide instruction so that direct costs to the institution are limited to equipment and software, which are furnished at no cost to participants in order to encourage participation.

Contact: Dr. Alice Stadthaus, Professor, Interdisciplinary Studies, Salem State College, 352 Lafayette Street, Salem, MA 01970, 617/745-0556.

The University of West Florida

Faculty and Administrative Development. A comprehensive approach to faculty development which uses conventional and unconventional techniques to prevent burnout and provide retraining opportunities, including awarding a very large number of sabbaticals; providing leaves of absence for degree completion; maximizing release time for intellectual development; providing large travel budgets for professional presentations or development; and providing extra typing and editorial assistance for proposal and manuscript preparation.

Contact: Arthur H. Doerr, Vice President for Academic Affairs, The University of West Florida, Pensacola, FL 32514, 904/476-9500.

Appalachian State University

Business Affairs and Physical Plant Program. A program that uses local employees' Appalachian ingenuity to provide high quality physical plant services while saving the university money, leaving more funds for academic programs. For example, employees have installed, extended and maintained, without the help of computer firms and telephone companies, a telecommunications network that ties the 75-acre main campus together by underground cable.

Contact: Ned Trivette, Vice Chancellor for Business Affairs, Appalachian State University, Boone, NC 28608, 704/262-2020.

California State University, Los Angeles

Resource Management System. A comprehensive approach for setting objectives, monitoring results, and evaluating performance in order to improve both the productivity and responsiveness of the students services effort. Operating plans are developed for each student services component, and progress is monitored through quarterly and annual performance reports, which are the basis for meetings and for future planning.

Contact: Patricia A. McCoy, Vice President for Administration, California State University, Los Angeles, 5151 State University Dr., Los Angeles, CA 90032, 213/224-3201.

Fitchburg State College

"Fitchburg State College Looks to the Future". A long-range institutional planning program that permits a realistic assessment of priorities and focusing of energies in directions of greatest value to the institution now and in the future. A five-year plan with regular progress reports and an annual revision provides the framework for clarification and specification of the college goal, detailing priorities and specifying responsibilities and timelines.

Contact: President Vincent J. Mara, Fitchburg State College, Fitchburg, MA 01420, 617/345-2151.

Georgia Southern College

The Food Service Program. A diversified food service program designed to increase student satisfaction while increasing overall profitability. Changes in snack bar operations, which generally drain resources from food service budgets, have provided the economic base to enable the central cafeteria to serve a menu offering greater variety and value, thereby increasing both profitability and student satisfaction.

Contact: Mr. Larry E. Davis, Auxiliary Services Director, Georgia Southern College, Statesboro, GA 30460-8333, 912/681-5211.

Illinois State University

Bone Student Center Revitalization. A revitalization program that has made the student union more popular with students with a resulting improvement in the union's financial status. Changes in use of space included addition of a bookstore, a fast food franchise, and a travel agency (with each lessee paying the remodeling costs), as well as a 24-hour, automatic-teller banking service and a video arcade.

Contact: Christ F. Schwelle, Director, Bone Student Center, Illinois State University, Normal, IL 61761, 309/438-5677.

State University College at Brockport

Academic Streamlining Program. A process for developing a major streamlining plan to accommodate declining enrollment and reallocate resources for changing curricular patterns. Elements included: a clear and well documented need for the changes, an open process for developing the plan and formula that were devised by senior, highly respected faculty members, and a fully documented and open announcement of the implementation including plans for the long-range strengthening of the college and its academic program.

Contact: President John E. Van de Wetering, State University College at Brockport, Brockport, NY 14420, 716/395-2361.

University of Akron

Energy Conservation Program. A computerized environmental control system that monitors the campus' heating, ventilation and air conditioning and lighting systems from a central location in the physical plant, uniting all the major energy consuming units of the campus and, within seconds, alerting control personnel to energy-consuming units that are not functioning properly.

Contact: Russell N. Giersch, Director, Physical Plant Operation Center, University of Akron, Akron, OH 44304, 216/375-7111.

University of the District of Columbia

University of the District of Columbia. The successful merger and reorganization of three very different and separately chartered institutions into a significant single public university, which offers a wide variety of programs serving the community including a prison academic degree program, an institute on gerontology, a water resources program, and linkages with the District's secondary school system.

Contact: Dr. Broadus N. Butler, Vice President for Academic Affairs, University of the District of Columbia, 4200 Connecticut Aenue, NW, Washington, DC 20008, 202/282-7550.

University of Montevallo

U.M.'s Program to Create an Alternative Energy Future. A project that has reduced energy costs through the construction of a new central steam plant which utilizes wood waste for fuel. The system provides steam for air conditioning 50 percent of the campus and all the heat and hot water for 27 of the university's buildings by processing otherwise unusable by-products, supplied by one of the 46 saw-mills within a 50-mile radius of campus.

Contact: L. Holland Floyd, Executive Director, Physical Plant Division, University of Montevallo, Montevallo, AL 35115, 205/665-2521.

University of South Florida

University of South Florida/Edison Community College Cooperative Agreements. A model of interinstitutional cooperation between a new regional campus of an upper level university and a community college. In order to stretch scarce resources and improve management, the university and the local community college negotiated cooperative operating agreements to share facilities and services, saving taxpayers millions of dollars over the cost of building a more traditional branch campus.

Contact: Dr. Linda Lopez McAlister, Dean of the Campus, University of South Florida at Fort Myers, College Parkway, Fort Myers FL 33907, 813/489-9500.

Washburn University of Topeka

Management Decentralization at Washburn University. A program that has revitalized the university through the decentralization of a previously existent bureaucracy. Under the reorganization, which has strengthened the academic process and the morale of faculty, the academic deans have been elevated back to a high level of decision-making and report directly to the president.

Contact: President John L. Green, Jr., Washburn University of Topeka, Topeka, KA 66621, 913/295-6556.

California State University, Dominguez Hills

Social Systems Research Center. A student-run program that contracts with local, state, and federal government, as well as private agencies, to do social research, such as community needs assessments, program evaluations, and opinion surveys. The Center, which sponsors eight workshops per quarter to train students in research processes, provides students with marketable research skills while providing public service.

Contact: Dr. Alan Ryave, Chair, Department of Sociology, School of Social and Behavioral Sciences, California State University, Dominguez Hills, Carson, CA 90747, 213/516-3301.

Cleveland State University

Cleveland Alternative Education Program. A comprehensive school program for eighty of Cleveland's most serious juvenile offenders and an after school tutorial program for approximately one hundred youths recommended by the courts. Certified teachers and university faculty in conjunction with 90 university-trained senior citizen volunteers deliver the program, in which each student receives an individualized education program based on a comprehensive assessment of his or her needs.

Contact: Lillian Hinds, Program Director, Cleveland Alternative Education Program, College of Education, Cleveland State University, Cleveland, OH 44115, 216/687-3544.

George Mason University

The Institute for Science and Technology at George Mason. A partnership between the university and the local high technology industry to provide training for both the university's students and employees from high tech firms in such subjects as computer science, engineering, and management. An Industrial Policy Board, made up of 20 local high tech business leaders, advises faculty about courses most useful for future high tech employees.

Contact: Dr. J. Wade Gilley, Senior Vice President, George Mason University, 4400 University Drive, Fairfax, VA 22030, 703/323-3545.

Georgia State University

The Gerontology Center. A university-wide effort to address the problems of an aging population through education, training, research, and public service. Through its various conferences and continuing education programs, the center links the university with the community, public and private agencies, businesses and corporations, voluntary organizations and older persons.

Contact: Dr. Barbara P. Payne, Sociology Department, Georgia State University, 33 Gilmer Street, Atlanta, GA 30303, 404/658-3111.

Kennesaw College

Women's Studies Program. A collection of primarily noncredit continuing education opportunities designed to promote an expanded understanding of the experience of women in our society. Programs are designed and administered by a number of diverse community and educational organizations, with the college as a base of operations, and program coordinators serving as catalysts for program development within and outside the college.

Contact: Grace Galliano, Department of Continuing Education, Kennesaw College, Marrietta, GA 30061, 404/472-8770.

Lamar University

Fire and Safety Institute. An institute to provide service to the university, community, local municipalities, and industry through a wide variety of fire and safety education training programs, including Associate of Applied Science degree programs in fire technology and in occupational safety and health; seminars in firefighting and safety procedures involving special hazards; and the Fire Academy for Southeast Texas.

Contact: Mr. Norman Lowrey, College of Technical Arts, Lamar University, P.O. Box 10001, Beaumont, TX, 713/838-8405.

Morehead State University

Appalachian Development Center. A public service unit of the university established to develop programs to enhance economic, social and educational growth throughout Appalachian Kentucky. Activities include special services to businesses, assistance to local governmental units, technical and manpower training, applied economic research, and a variety of social service programs, as well as collaboration with regional organizations to promote tourism and industrial development.

Contact: Philip W. Conn, Vice President for University and Regional Services, Morehead State University, Morehead, KY 40351, 606/783-2010.

Rhode Island College

Gerontology Program. A center offering a multidisciplinary gerontology program which serves both undergraduate students and practitioners. Other activities include yearly forums to bring together academicans and practitioners, and the establishment of the Northeastern Gerontological Society and a Rhode Island chapter of the Alzheimer's Disease and Related Disorders Association.

Contact: Dr. Gamal Zaki, Director, Gerontology Center, Rhode Island College, Providence, RI 02908, 401/456-8000.

State University College at Buffalo

"Training for the Future"–Chevrolet Motor Division, Tonowanda, New York. A cooperative project involving the college, the local community college and the County Board of Cooperative Educational Services, to develop a training program for local employees who would be involved in production of a new engine. The project included training in leadership skills and problem solving for supervisory workers as well as training in the technical aspects of the new line and the development of teaching materials.

Contact: Jack C. Brueckman, Jr., Center for Applied Research in Urban and Regional Development, State University College at Buffalo, 1300 Elmwood Avenue, Buffalo, NY 14222, 716/878-4101.

State University College of Arts and Science at Geneseo

Leisure Learning School. A program of noncredit evening and weekend courses, designed for enjoyment as well as to provide an opportunity for self-development. The program is self-supporting, generating enough revenue to cover instructional and administrative costs, and attracts undergraduate students, faculty, staff, and the public within a twenty-five mile radius.

Contact: President Edward B. Jakubauskas, State University College of Arts and Science at Geneseo, Geneseo, NY 14454, 716/245-5501.

University of New Orleans

Louisiana Urban Technical Assistance Center. A public service arm of the university that provides technical assistance in the area of planning and public administration to units of local government throughout the state. The program not only offers students the opportunity to participate in real-world problem solving but also fosters continuing professional development for the faculty.

Contact: Timothy E. Joder, AICP, Director, Louisiana Urban Technical Assistance Center, University of New Orleans, Lakefront, New Orleans, LA, 70148, 504/286-6519.

Westfield State College

Accelerated Math/Science Certification Program. A program to respond to statewide shortages of math and science teachers by providing retraining opportunities for teachers faced with R.I.F. (Reduction in Force) or sub-employed certified teachers who are unable to find teaching positions in their disciplines. The program provides intensive classroom and laboratory experiences in a compact timeframe, allowing candidates to be certified within three or four academic semesters.

Contact: Dr. Richard Greene, Dean of Graduate Studies and Continuing Education, Westfield State College, Westfield, MA 01085, 413/568-3311.

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